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ABSTRACT

These three video-based learning modules, covering job search skills, career planning, and interpersonal communication skills on the job, were designed for use in basic English as a Second Language (ESL) classes. The Job Search Skills module covers topics such as warm and cold behaviors, identifying job skills, job interviews, and application forms. The Career Planning module focuses on topics including body positions signifying openness or control, setting short- and long-term career goals, the difference between a career and an occupation, training programs, and finding and analyzing information about careers. The last module, Interpersonal Communications, considers topics such as territory, non-verbal interaction, and facial cues to emotion. Each of these modules includes the following materials: a five-hour lesson plan; vocabulary, definitions, and sentences using the vocabulary; information on body language cues and two-sentence micro-dialogues calling for the use of these cues; related grammar and sentence patterns; four-sentence mini-dialogues; a complete videoscript which students are to rehearse and perform, if possible before a videocamera; supplemental information and exercises; and an annotated bibliography. Instructions for the use of videotapes prepared to model each packet's contents are also included. (KL)

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VIDEO-AID ESL

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Bremerton Washington

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"VIDEO-AID ESL" PURPOSE

The intent of "Video-Aid ESL" has been to generate three instructional packets for use in basic English-second-language classes.

Each packet of twenty-plus pages emphasizes a different "topic" ("Job Search Skills," "Career Planning," or "Interpersonal Communication Skills on the Job") and includes the following materials: five hour lesson plan; vocabulary, definitions, and sentences using the vocabulary; information on body language cues and "micro-diaglogues" using body language cues; related grammar and sentence patterns; "mini-dialogues"; a complete videoscript; supplemental materials; annotated bibliography. Additionally, three videotapes, each approximately ten minutes long and using native-speaking student actors, have been prepared to model the packets' materials.

"VIDEO-AID ESL"

INSTRUCTIONAL PACKET 1

JOB SEARCH SKILLS

JOB SEARCH SKILLS LESSON PLANS

This is one of three learning packets designed for use with ESL classes. The other two packets are Career Planning and Interpersonal Communication Skills on The Job.

Printed material for each packet includes:

a. Vocabulary, definitions, and sentences using vocabulary;

b. Information on body language cues;

c. Micro-dialogues using body language cues. These are two sentences in length. They begin to prepare the student for the script memorization process.

d. Grammar;

e. Sentence patterns;

f. Mini-dialogues. These are four sentences in length. The student is being prepared for the script memorization process.

g. A videoscript;

h. Video questions;

i. Supplemental materials;

j. Bibliography.

Hour 1

Introduce the topic. Introduce, as time allows, vocabulary, body language cues, grammar, micro-dialogues, sentence patterns, and mini-dialogues. The vocabulary, body language cues, and micro-dialogues are performed on Section One of the videotape. You may use this section of the tape either as a summation or an introductory activity for Hour 1 activities. Section Two of the tape contains the videoplay and will be viewed in Hour 2 WITHOUT SOUND first.

Hour 2

During Section One of the videotape, you may have noticed how each

speaker signalled the beginning of a communication. The head went back as the communication began and forward as the communication ended. Mention this to the students. Play Section One again if you want. See if they notice this behavior.

Section Two of the tape is ten minutes in length. Prepare your students for the without sound playing of Section Two. Mention that this is going to be like a game, that everyone can guess by facial expressions and body postures what is going on in this play. Tell them that you will discuss the guesses after they have seen the videoplay.

The without sound phase may be handled in at least one of three ways (or more - just invent them) depending upon the level of your class.

a. You may run the whole play through and ask questions later.

b. You may play it section by section and ask questions after each section.

c. You may run the whole play through and then run it section by section asking questions after each section.

Here are some questions to ask:

a. What do you think each of the men wants?

b. How do you know?

c. What is the woman's job?

d. How do you know?

e. What are the two men doing in the office?

f. How do you know?

g. Is anyone surprised? afraid? sad? happy? disgusted? angry? afraid? How do you know?

This last question receives more emphasis in the Interpersonal Communication Skills tape, but it would not hurt to introduce these emotions and how they are recognized at this point if you have time. A Facial Cue Sheet is included in this packet in the Body Language Cues section.

Replay Section Two WITH SOUND for verification of guesses. Discuss content and communication problems. Video questions on script content are provided at the end of the script in the instructional materials section of the packet. Use them if you have time.

Hour 3

The students get a chance to act in this hour. Break the script down into manageable sections and have them rehearse body language, intonation, and facial expressions as well as the words. Let them check Section Two of the videotape and use the performers on tape as models. Circulate in the classroom and coach the rehearsal of these elements in the mini-scripts you have assigned.

Hour 4

If there is a videocamera (or cameras) available, the students can tape the prepared script. If there are no videocameras, the students can perform the script in an area of the room set aside for that purpose.

The student is to be encouraged to see him/herself as a performer. To use a theatrical metaphor, one learns a part when rehearsing a play. Vocabulary, grammar, and sentence patterns are learned, but they do not operate as communication elements in and of themselves. One must also learn to act like a person from another culture when speaking. One must be able to decode non-verbal communication when listening. To do this, the student as performer will practice and perform physical attitudes and expressions which might be culturally unfamiliar but which are as important to the conveyance of meaning as words.

Hour 5

If there is videocamera equipment in the class, the teacher can use this hour to play back the student tape. If there are no videocameras, the

performance of the script can be extended to Hour 5. Students will compare their version with the original version. In their role as performers, students will discuss their communication problems as if they were acting problems. Students will attempt to approximate as much as possible the body language, intonations, and facial expressions used by the performers in the videoplay.

JOB SEARCH SKILLS VOCABULARY

application	a form filled out when requesting employment
appointment	an agreed upon time and/or date to meet someone or be somewhere
assign	to give a duty or job
background	a person's training and experience
counselor	an advisor; a person who gives advice
experience	anything or everything observed or lived through
introduce	to arrange for one person to meet another
job	task or duty; employment; work
lobby	an entrance hall of a building
mechanic	a worker skilled in using tools or repairing machines
skill	ability to perform
sponsor	a person who assumes responsibility for another person or thing
tomorrow	the day after today
work	something one makes or does; employment; occupation

SENTENCES USING VOCABULARY

1. Here is an application form.
2. I will make an appointment for you.
3. I will assign you to work on diesel trucks.
4. You have a good background for this sort of job.
5. I will introduce you to the employment counselor.
6. You do not have enough experience for this job.
7. Please introduce me to her.
8. How do you like your new job?
9. I will wait for you in the lobby.
10. He is a skilled mechanic.
11. Where did you learn this skill?

12. I would like for you to meet my sponsor.

13. Tomorrow we will visit the employment counselor.

14. I start work at 7 o'clock.

11

BODY LANGUAGE CUES

WARM BEHAVIORS

Looks into eyes
Moves toward speaker
Smiles frequently
Has a happy face
Sits directly facing speaker
Has eyes wide open
Uses expressive hand gestures

COLD BEHAVIORS

Looks away
Moves away from speaker
Gives cold stare
Frowns
Sits at an angle from speaker
Looks away
Cracks fingers

INTERPRETATIONS OF BEHAVIOR

If you look away while you are speaking to a person, you may be signalling, "I am not certain of what I am saying."

If you look directly at the person most of the time while speaking you may be signalling, "I am sure of what I am saying. I want you to understand what I am saying."

EXERCISES

Practice the following micro-dialogues using looking (gaze) and not looking (non-gaze) behavior.

Then practice the following micro-dialogues using first a warm behavior and then a cold behavior from the above list.

MICRO-DIALOGUES

a. How long have you been in this country?

I have been in this country_____.

b. Where are you from?

I am from_____.

c. Do you have a sponsor?

Yes,_____.

d. What is his/her/their name?

His/her/their name is_____.

e. Have you ever worked in the U.S.?

Yes,_____.

f. What did you do?

I_____.

g. How long were you a _____?

I worked as a _____for_____.

JOB SEARCH SKILLS GRAMMAR

"TO BE"

Some verbs do not follow the regular rules for past tense which you have learned. These are the irregular verbs. The prefix ir- means "not," so the irregular verbs are those which do not follow the regular rules.

There are a number of commonly used irregular verbs. Let us first study one which may be the most important of all. It is be. This verb is very important because it may be used in two ways: it may be used by itself, and is used as a helper with other verbs.

BE		Present	Past	Future
	Singular	I am	I was	I
		you are	you were	you
		he	he	he
		she is	she was	she will be
		it	it	it
	Plural	we	we	we
		you are	you were	you will be
		they	they	they

You will notice that most of the changes are in the singular present, and singular past. The future is always the same with any noun or pronoun, singular or plural.

JOB SEARCH SKILLS SENTENCE PATTERNS

I am an uncle.
You are an uncle
He is an uncle.

I am an aunt.
You are an aunt.
She is an aunt.

I am a nephew.
You are a nephew.
He is a nephew.

I am a niece.
You are a niece.
She is a niece.

I am a counselor.
You are a counselor.
He/she is a counselor.

JOB SEARCH SKILLS MINI-DIALOGUES

Directions: The asterisk indicates a response from another person. This exercise can be done as a group or in units of two persons each. Appropriate names may be used instead of the ones give. Use either the warm and cold body language cues or the looking at, looking away cues.

1. Come in, Craig.

   * Hello, uncle.

   I'm in the kitchen.

   * How are you, uncle?

2. Hello, Mr. Gwyn.

   * Hello, Miss Burns.

   I would like for you to meet my nephew, Craig Payne.

   * How are you, Mr. Payne. I am pleased to meet you.

3. My name is Craig Payne. I want to apply for the job you listed.

* Have you ever worked in the U.S.?

I worked in Erehwyna as a mechanic. I have not worked in the U.S.

* How long have you been in this country?

I have been in this country two years.

"VIDEO-AID ESL"

Job Search Skills
by
Sheila Crofut-Roth

Characters: The Nephew - Craig Payne
The Uncle - Mike Gwynn
Employment Counselor - Lisa Burns

CLOSE UP OF FRYING PAN SET OVER BURNER ON HOTPLATE. PULL BACK TO HANDS ON SPATULA TURNING HAMBURGER. PULL BACK TO UNCLE FRYING HAMBURGER. KNOCK AT DOOR.

UNCLE: Come in.

OFF CAMERA NEPHEW: Hi, Uncle.

UNCLE: Hi, Craig. I'm in the kitchen.

TWO SHOT PULL BACK NEPHEW: How are you, uncle? (SNEAKS A BIT OF HAMBURGER FROM THE PAN.)

UNCLE: Fine. (SLAPS NEPHEW'S HAND) Dinner will be ready in a minute. How is your job search coming?

NEPHEW: Thanks for asking. I'm not having much luck. I was hoping you could help me.

UNCLE: I would like to, Craig, but I can't. You can still get help though. I know someone who can give you advice.

NEPHEW: Oh good, who is it?

UNCLE: An employment counselor. Her name is Miss Burns. I'll call her today. I'll make an appointment for you to see her tomorrow. I'll take you there and introduce you to her.

NEPHEW: Will it cost me money?

UNCLE: No. She is paid by her agency. You do not have to pay her.

NEPHEW: How nice.

PAN TO TABLE AND CHAIRS

UNCLE: Dinner is ready. We can talk some more while we eat. Let's sit down.

DOLLY IN TO TWO SHOT: NEPHEW: Thank you.

UNCLE: Here, have a hamburger. Do you want ketchup?

CUT TO SLIDE, EXTERIOR OF BUILDING. DISSOLVE TO INTERIOR OF OFFICE. WITH EMPLOYMENT COUNSELOR AT DESK. CLOSE UP OF HER.

TWO SHOT AS THE COUNSELOR RISES AND SHAKES HANDS WITH UNCLE.

EMPLOYMENT COUNSELOR: Hello, Mr. Gwynn.

UNCLE: Hello, Miss Burns. I would like for you to meet my nephew, Craig Payne.

PULL BACK TO MEDIUM SHOT OF EMPLOYMENT COUNSELOR WHO SMILES AND EXTENDS HER HAND.

COUNSELOR: How are you, Mr. Payne? I am pleased to meet you.

NEPHEW: Hello.

UNCLE: I want you to meet my nephew because he is looking for work. I thought you could help him.

COUNSELOR: I will be happy to. Please sit down, Mr. Payne.

UNCLE: I'll wait for you in the lobby, Craig. (He exits)

BODY SHOT COUNSELOR: Mr. Payne, what kind of job are you looking for?

NEPHEW: (LOOKS AWAY DURING QUESTIONS, SITS AVERTED FROM COUNSELOR.) I don't know. My uncle is a mechanic. I could do that.

COUNSELOR: To help you, I need some information. How long have you been in this country? (COUNSELOR GETS PEN AND PAPER READY.)

NEPHEW: Nine months.

COUNSELOR: (WRITES DOWN ANSWERS.) Where are you from?

NEPHEW: Erehwyna.

COUNSELOR: Do you have a sponsor?

NEPHEW: Yes, He wanted me to get a job.

COUNSELOR: Have you worked in the U.S. or Erehwyna?

NEPHEW: No.

COUNSELOR: What did you do in Erehwyna? Were you a farmer? A soldier? Where did you live?

NEPHEW: I lived in the country and worked on a farm. Then I went into the army.

TWO SHOT COUNSELOR: That is all considered work in this country. Your experience on the farm and in the army is work.

Your experience can help you find work. What did you do in the military?

NEPHEW: I spent one year fighting. Then I was assigned to take care of diesel trucks.

COUNSELOR: What did you do?

NEPHEW: I did basic maintenance. I changed the oil and filters. I also did brake work and engine repair.

COUNSELOR: Had you ever done anything like that before?

NEPHEW: Yes. My uncle had a blacksmith's shop and no sons. Sometimes I helped him.

COUNSELOR: What did you do to help him?

NEPHEW: I kept the fires hot and helped to make metal parts.

COUNSELOR: You have many skills, Craig. These skills will help you find work.

NEPHEW: What do you mean by skills?

COUNSELOR: Skills are things you are good at doing. You may have some skills you don't know about. You have survived a lot. You are patient. You can adapt. Those are skills.

NEPHEW: I never thought of that.

COUNSELOR: Let's see what skills you have. List six of them on this paper. (COUNSELOR HANDS NEPHEW A SHEET OF PAPER AND A PENCIL.)

FADE TO NEPHEW WRITING

FADE TO COUNSELOR LOOKING AT PAPER.

COUNSELOR: Craig, you listed making metal parts, riding a motorcycle, following orders, finishing a job, cooking, and fishing. Making metal parts is at the top of your skill list. Is that something you would like to do in a job?

PULL BACK TO TWO SHOT

NEPHEW: Yes.

COUNSELOR: Good. Now we must find places where you can use your skills. These will not be places where you ask for work. That comes later. These will be places where you go to find information. You need to find many places where you can use your skills.

NEPHEW: What do I do?

COUNSELOR: Visit six people who use you favorite skill. You like to make metal parts. Find six people who do that. You may or may not know them. They may be strangers to you. That is alright. Ask them about their work.

NEPHEW: You want me to visit six people and ask them about their work?

COUNSELOR: Yes.

NEPHEW: What do I say to them?

COUNSELOR: Say that you are taking a class in Job Search Skills. Here are some questions to ask.
What is your job title?
What do you do?
How did you find out about your job?
What did you do before that prepared you for this job?
What does this type of job pay?
What skills must you have for this job?

NEPHEW: Thank you for your help, Miss Burns. (THEY STAND. SHE SHAKES HANDS WITH HIM. NEPHEW EXITS. HOLD ON COUNSELOR'S FACE AS SHE LOOKS AT PAPERS.)

DISSOLVE TO

TWO SHOT OF NEPHEW AND UNCLE AT TABLE HAVING COFFEE

NEPHEW: Uncle, who can I ask these questions to? I don't know many people.

UNCLE: Perhaps you know more than you think you do. Let's ask our family. Perhaps someone will know a person who makes metal parts.

NEPHEW: Alright.

UNCLE: We can ask friends. We can ask the people we do business with. We can ask the grocer. We can ask the owner of the gas station. We can ask the people at church.

NEPHEW: Is it alright to ask people questions like this?

UNCLE: Yes. They will be glad to help.

NEPHEW: Let me practice with you first.

UNCLE: I will pretend to be the owner of a diesel repair shop. Come in the door. Pretend to greet me for the first time. (NEPHEW EXITS)

NEPHEW: (ENTERS) Hello. My name is Craig Payne. I am taking a class in Job Search Skills.

UNCLE: Don't forget to shake hands when you give your name. Try it again. (NEPHEW EXITS)

NEPHEW: Hello. (OFFERS HANDS) My name is Craig Payne. I am taking a class in Job Search Skills. Would you mind answering a few questions about your job?

UNCLE: I would be happy to. Won't you sit down?

NEPHEW: Thank you. What is your job title?

UNCLE: I am the owner of a diesel repair shop.

NEPHEW: What do you do?

UNCLE: I take orders from customers who need to have their trucks repaired. I order parts. I supervise the work of the mechanics in my shop.

HOLD ON UNCLE NEPHEW: How did you find out about your job?

UNCLE: My uncle told me about it. (THEY LAUGH)

CUT TO MEDIUM SHOT OF NEPHEW AND COUNSELOR IN COUNSELOR'S OFFICE.

COUNSELOR: Craig, it is good to see you again. Did you have any luck visiting people and asking them questions?

NEPHEW: Yes, I did. I practised at home first with my uncle. Then I visited six people who make metal parts. I found two places where I would like to work. What should I do now?

COUNSELOR: You need more places. Then you can make a choice. Find six places you like. Get information about these places. Find out how each place will use your skills. Find out what your future will be at each place. Don't be afraid to ask questions about each business.

NEPHEW: What if they offer me a job?

COUNSELOR: Wait until you have talked to everyone. Then make your choice. Make an appointment for a job interview. While you are there, you may have to fill out this. (PULLS OUT APPLICATION FORM) Do you know what this is?

SLIDE OF APPLICATION FORM

NEPHEW: No.

COUNSELOR: This is a job application form.

NEPHEW: What is it for?

COUNSELOR: It tells the employer what skills you have. Sometimes it is used to select people for the job. Because of this it is very important. It is like a test. It tells the employer whether you are neat and careful. Here is the space for your name and address. (POINTS TO SECTION) Here is the space for you to tell what skills you have. (POINTS TO SECTION) Fill it out as practice.

PULL BACK TO MEDIUM SHOT AS NEPHEW FILLS OUT APPLICATION

COUNSELOR: When you go to the appointment, Craig, you may take this practice application. Use it to fill out the application they give you.

TWO SHOT

NEPHEW: What else should I do?

COUNSELOR: You will need to go by yourself. I am sure you can do that now.

NEPHEW: Thank you for your help. (HE STANDS. THEY SHAKE HANDS)

COUNSELOR: Let me know what happens.

NEPHEW: I will

COUNSELOR: Good luck.

CUT TO END

VIDEO QUESTIONS

1. What are skills?

2. List three skills you have.

3. What is your favorite skill?

4. What kind of job uses your strongest skill?

5. List one person who uses your favorite skill.

6. List one place that would use your skill.

7. What is an application form?

8. Why must you go to a job interview by yourself?

"VIDEO-AID ESL, PACKET 1"

JOB SEARCH SKILLS

SUPPLEMENTARY MATERIALS

BODY LANGUAGE CUES

EXPERIMENT WITH THESE DIFFERENT CUES WHILE REHEARSING THE MICRO-DIALOGUES AND THE SENTENCE PATTERN MINI-DIALOGUES. PRACTICE EYE CONTACT AND SOCIAL DISTANCE.

In the video tape, Craig looked away from the employment counselor while she was asking him questions. He also sat on the side of the chair so that his body was away from the counselor. In this country, that is not polite. What is the polite way to answer questions during an interview?

Various Meanings of Looking Away

If someone looks away while he is speaking, it generally means he is still explaining himself and doesn't want to be interrupted.

or

If the speaker pauses and is not looking at his partner, it means he hasn't finished yet.

or

If you look away from the person who is speaking to you while you are listening it signals, "I am not completely satisfied with what you are saying."

or

Looking away while you talk may mean you are concealing something from the other person.

Various Meanings of Looking At

A locking gaze with the partner at a pause point would be a signal to interrupt when the speaker pauses.

or

If while you are listening you look at the speaker it signals, "I agree with

you," or "I am interested in what you are saying."

or

If while you are speaking you look at the listener it may signal "I am certain of what I am saying.

INFORMATION INTERVIEW

1. What is your job title?

2. What do you do?

3. How did you find out about your job?

4. What did you do before that prepared you for this job?

5. What does this type of job pay?

6. What skills must you have for this job?

JOB SEARCH SKILLS

My strongest skill is: _____

I know six people who use that skill.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I know six places which use my strongest skill.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I know three places I can return to and apply for a job.

1. _____
2. _____
3. _____

"VIDEO-AID ESL", PACKET 1

JOB SEARCH SKILLS

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USING TELEVISION TO TEACH ENGLISH AS A SECOND LANGUAGE

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This document is available fron the British Council, Suzuki Building, 12 Samon-cho, Shinjuku-ku, Tokyo, Japan. The experiment described was undertaken in 1967 under a grant from the U.S. Educational Commission in Japan at Tokyo Gakugei Daigaku. It was designed to try to answer the following questions: (1) Can language learning material presented with aural and visual stimuli by means of video tape be better learned than material presented with only aural stimuli? (answer: a probable positive reply), (2) Can kinesics be better learned through active role playing? (answer: an unqualified yes), (3) What is the effect of allowing adult language learners to see themselves speaking a foreign language? (answer: it is beneficial)

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This self-aid book has lots of pictures which explain the inner workings of video cameras and just about everything else you might want to use when filming your own videoscripts.

Pack, Alice C., Editor, TESL Reporter, vol. 11, no. 4, 1978.

"An ESL-ABE Video Tape Bank" announces a set of fifteen color video tapes developed by Palomar College, San Marcos, California, which can be borrowed or purchased. The tapes deal with a variety of practical strategies and techniques.

Valencia, Atilano A., Instructional Effectiveness of Fifteen Video, Oral English Programs with Non-English Speaking Mexican American, Puerto Rican, and Cuban Adults, 1969-70 Field Study Report, Albuquerque, New Mexico, July, 1970.

This report describes a testing scheme designed specifically to determine the effectiveness of fifteen English as a Second Language video programs among rural adult Mexican Americans in two different geographical areas, urban Mexican American adults in two different geographical areas and time arrangements, and urban Cuban and Puerto Rican adults. This report includes an outline of the research design, statistical findings, summary, conclusions, and recommendations.

Vail, Edward O., and others, Formula Phonics English as a Second Language Program. Teaching Manual. Glendale, California, Integrative Learning Systems, Inc., 1974.

This publication represents the development of a discrete Formula Phonics Video Reading/Language Arts Program for teaching English as a second language. Introductory chapters describe the program and the program design, explain how to prepare for teaching the lessons, and show how to introduce the program to students. The major part of the publication consists of detailed lesson plans to be used in conjunction with nine videotapes designed to teach word-attack skills and to move students from patterned dialogues into student-centered dialogues. The plans outline vocabulary and concepts to be taught; list essential tape activities, contingency activities, and test questions; and provide information and notes for teachers. Two concluding chapters discuss methods for teaching word-attack skills and for setting up dialogue groups: an appendix offers instructions for the video operator and information to aid in scheduling each segment of the nine videotapes.

OTHER SOURCES FOR TEACHER EXPLORATION

A Bibliography of Curricular and Supplementary Material to Assist in the Education and Resettlement of Indochinese Refugees, Indochinese Materials Center, U.S. Department of Education, Kansas City, Missouri.

This material can be ordered from the Kansas City address or your region office of the U.S. Department of Education.

"VIDEO-AID ESL"

INSTRUCTIONAL PACKET II

JOB SEARCH SKILLS

CAREER PLANNING LESSON PLANS

This is the second of three learning packets designed for use with ESL classes. The other two packets are Job Search Skills and Interpersonal Communication Skills On The Job.

Printed material for each packet includes:

a. Vocabulary, definitions, and sentences using vocabulary.

b. Information on body language cues.

c. Micro-dialogues (short talks) using body language cues. These are two sentences in length. They begin to prepare the student for the script memorization process.

d. Grammar.

e. Sentence patterns.

f. Mini-dialogues. These are four sentences in length. The student is being prepared for the script memorization process.

g. A videoscript.

h. Video questions.

i. Supplemental materials.

j. Bibliography.

Hour 1

Introduce the topic. Introduce, as time allows, vocabulary, body language cues, grammar, micro-dialogues, sentence patterns, and mini-dialogues (short talks). The vocabulary, body language cues, and micro-dialogues are performed on Section One of the videotape. You may use this section of the tape either as a summation or an introductory activity for Hour 1 activities. Section Two of the tape contains the videoplay and will be viewed in Hour 2 WITHOUT SOUND first.

Hour 2

In the lesson plans for Job Search Skills, your attention was directed at the nonverbal cue for beginning and end of a communication (head back, head

forward). Warm and cold behaviors were also stressed. Be careful to stress that these always occur within a context.

Career Planning stresses body positions which signify openness and self-control. The student may benefit from practice which enables him/her to identify and use these cues in a work or social context. These cues can also be combined with the warm and cold behaviors from the previous lesson.

Section Two of the tape is ten minutes in length. Prepare your students for the without sound playing for Section Two. Mention that this is going to be like a game, that everyone can guess by facial expressions and body postures what is going on in the play. Tell them that you will discuss the guesses after they have seen the videoplay.

The without sound phase may be handled in at least one of three ways (or more - just invent them) depending upon the level of your class.

a. You may run the whole play through and ask questions later.

b. You may run it section by section and ask questions after each section.

c. You may run the whole play through and then run it section by section asking questions after each section.

Here are some questions to ask:

a. Is the counselor showing warm, cold, open or closed behavior?

b. How can you tell?

c. Is the nephew showing warm, cold, open or closed behavior?

d. How can you tell?

e. Is the uncle showing warm, cold, open or closed behavior?

f. How can you tell?

g. What does the nephew want from the counselor at the beginning?

h. What does the nephew want from the counselor at the end?

i. What does the nephew want from the uncle?

j. What does the nephew want? How can you tell?

Replay Section Two WITH SOUND for verification of guesses. Discuss content and communication problems. Video questions on script content are provided at the end of the script in the instructional materials of this packet. Use them if you have time.

Hour 3

The students get a chance to act in this hour. Encourage memorization. Break the script down into manageable sections and have them rehearse body language, intonation, and facial expressions as well as the words. Let them check Section Two of the videotape and use the performers on the tape as models. Circulate in the classroom and coach the rehearsal of these elements in the sections of the script you have assigned.

Hour 4

If there is a videodrama (or cameras) available, the students can tape the prepared script. If no videocameras are available, the student can perform the script in an area of the room set aside for that purpose while the rest of the class acts as an audience.

The student is to be encouraged to see him/herself as a performer. To use a theatrical metaphor, one learns a part when learning another language just as a performer learns a part when rehearsing a play. Vocabulary, grammar, and sentence patterns are learned, but they do not operate as communication elements in and of themselves. One must also learn to act like a person from another culture when speaking. One must be able to decode nonverbal communication when listening. To do this, the student as performer will practice and perform physical attitudes and expressions, which might be culturally unfamiliar but which are as important to the conveyance of meaning as words.

Hour 5

If there is videocamera equipment in the class, the teacher can use this hour to play back the student tape. If there are no videocameras, the performance of the script can be extended to Hour 5. Students will compare their version with the original version. In their role as performers, students will discuss their communication problems as if they were acting problems, Students will attempt to approximate as much as possible the body language, intonations, and facial expressions used by the performers in the videoplay. If the student tape is played back and then the original videoplay is played back, they should have an idea of how well they have accomplished that goal.

CAREER PLANNING VOCABULARY

accomplish	to get something done
career	a profession or occupation
customer	a person who buys something
employer	someone who hires others; who hires and pays others
future	that which is going to happen
goal	something one works at to get done
important	meaning a lot, having much significance or value
maintenance	keeping something in good repair
occupation	work
organize	to put in order
restaurant	a place where meals can be purchased and eaten
supervisor	a person who directs workers in getting a job done
training	instruction that teaches skills
warehouse	a building where goods are kept

SENTENCES USING VOCABULARY

1. You have a lot to <u>accomplish</u>.
2. You can have a <u>career</u> in the restaurant business.
3. He is a new <u>customer</u>.
4. I like my <u>employer</u>.
5. This business has a good <u>future</u>.
6. My <u>goal</u> for this week is to save ten dollars.
7. It is <u>important</u> to have good skills.
8. I have a job doing motorcycle <u>maintenance</u>.
9. What is your <u>occupation</u>?
10. I need to <u>organize</u> my time.

11. This is a good restaurant.

12. My supervisor helps me learn the job.

13. You will begin training today.

14. The warehouse is across the parking lot.

BODY LANGUAGE CUES

BODY POSITIONS SIGNIFYING OPENNESS	BODY POSITIONS SIGNIFYING CONTROL
Elbows away from body	Elbows next to body
Arms held outward from body either directly at side or raised.	Arms crossed
Hands held outward	Hands folded in lap
Knees apart (not always appropriate for women)	Knees pressed together
Feet apart	Feet together
Legs stretched out or one ankle crossed over other knee (more appropriate for men)	Legs crossed at knees or ankles

SHORT TALKS USING AROVE BODY CUES

1. What skills do you have?
   One of my skills is _____.
2. What goals do you have?
   One of my goals is _____ .
3. Do you have good work habits?
   Yes, _____.
4. Does this job have a good future?
   (Yes, no) this job (does, does not) have a good future.
5. Why does (doesn't) this job have a good future?
   This job doesn't have _____
   because _____.
6. What skills do you need to meet your most important goal?
   I need the skill of _____ to meet that goal.
7. Do you want responsibility?
   _____.
8. How much will I make in two weeks?
   You _____.
9. How much will I make in a month?
   _____.
10. What would you like to make in a month?
    I would like to _____.

CONJUGATING THE VERB TO HAVE

Have	Present	Past	Future
Singular	I have you he she has it	I you he had she it	I you he will have she it
Plural	we you they have	we you they	we you will have they

As a helper verb, have is used with a special form of the second verb. This form is called the "past participle". This past particle of go is gone. These examples show how to use have with gone to make the present perfect, the past perfect, and the future perfect tenses:

	Present Perfect	Past Perfect	Future Perfect
Singular	I you have gone he she it has gone	I you he had gone she it	I you he will have gone she it
Plural	we you have gone they	we you had gone they	we you will have gone they

Contractions

Contractions are shortened forms of what were originally two words. I am becomes I'm. The apostrophe tells the reader a letter or letters is missing. What two words do these contractions replace?

it's

isn't

hadn't

don't

can't

let's

I'm

you'll

CAREER PLANNING SENTENCE PATTERNS

I have a job.
You have a job.
He/she has a job.

I have a career.
You have a career.
He/she has a career.

I have a supervisor.
You have a supervisor.
He/she has a supervisor.

I have a goal.
You have a goal.
He/she has a goal.

I have a future.
You have a future.
He/she has a future.

I have training.
You have training.
He/she has training.

I have a customer.
You have a customer.
He/she has a customer.

I have customers.
You have customers.
He/she has customers.

MINI-DIALOGUES

Directions: The asterisk indicates a response from another person. This exercise can be done as a group exercise or in units of two persons each. Appropriate names may used instead of the ones given. Use the open and closed body language cues.

1. How long have you been in this country?
   * I have been here nine months.
   Do you like it here?
   * I like it very much.

2. What would you like to do in a month?
   * I would like to speak better English.
   What else would you like to do?
   * I would like to make more money.

3. What goals have you set for that month?
   * I would like to buy a wheel for my motorcycle.
   What else would you like to do?
   * I would like to see the new movie in town.

"VIDEO-AID ESL"
Career Planning
by
Sheila Crofut-Roth

Characters: The Nephew - Craig Payne
The Uncle - Mike Gwynn
Employment Counselor - Lisa Burns

FADE IN TO INTERIOR OF EMPLOYMENT COUNSELOR'S OFFICE. SHE IS SEATED AT HER DESK WITH THE NEPHEW.

COUNSELOR: Thank you for coming to see me on your day off, Craig. How do you like your job as a diesel mechanic?

NEPHEW: I like it very much.

COUNSELOR: How long have you been there?

NEPHEW: About a year.

COUNSELOR: What do you do?

NEPHEW: I do basic maintenance. I change the oil and filters on trucks. Soon I will do brake work and engine repair.

COUNSELOR: Do you like that?

NEPHEW: I like it very much. It's very nice to have work.

COUNSELOR: Is it work that you think you will like for a long time?

NEPHEW: No, but for now it's a good job.

COUNSELOR: Have you thought of trying to find work you would like more?

NEPHEW: What do you mean?

COUNSELOR: Do you know what a career is?

NEPHEW: Isn't that a job you plan to do for a long time?

COUNSELOR: Yes. You plan to be in the same occupation for a long time. You may do different things in the same

occupation. Let's say you had a career in the restaurant business. You would do many things. You might start work as a bus boy. Then you could become a waiter or cook. Later, you might become a head waiter. Perhaps one day you might own a restaurant.

NEPHEW: What does that have to do with me?

COUNSELOR: You have skills. You are using your skills in the job you have now. What do you see yourself doing with those skills in five years?

NEPHEW: I don't know. I hadn't thought about it. This job seems good enough for me right now. It is hard to think about what I will do in five years.

CUT TO CLOSEUP OF A HAND POURING COFFEE INTO A CUP. PULL BACK TO MEDIUM SHOT OF NEPHEW AND UNCLE SEATED AT TABLE.

NEPHEW: Why do you think Miss Burns asked me what I want to do in five years, Uncle?

UNCLE: Perhaps she thinks you might make more money, Craig. Perhaps she is thinking of your future happiness. Do you remember the first job Ed had when he came here? He started as a janitor. Then he worked in the warehouse. Later, he became supervisor. He planned it that way. He wanted a career.

NEPHEW: I can't leave my job. I need the money.

UNCLE: You don't have to. Just think about what you would like to do in five years. Do you want to be doing what you do now?

NEPHEW: Not really.

UNCLE: What do you think you would like to do?

NEPHEW: I like motorcycles.

UNCLE: Do you think you would like to be working with motorcycles in five years?

NEPHEW: I would like to do that, but the pay is not as good.

UNCLE: Don't worry about that now. Let's look at your skills and your experience.

NEPHEW: You sound like Miss Burns.

UNCLE: I have learned a lot since I have been in this country. If you would like to work with motorcycles, think about it. There might be a way to make as much money as you do now. Thinking about your future doesn't hurt. Now, what are your skills?

NEPHEW: I am skilled at working with machines.

UNCLE: Yes, Craig, you are. Even when you are not at work you fix machines. You spend a lot of free time fixing your motorcycle.

NEPHEW: I also like working with people.

UNCLE: That is a skill. Do you get much chance to do that on the job you have now?

NEPHEW: No.

UNCLE: I know you like working with people. I know that people like you. When you help me with the shop, I see that the customers like to talk with you. They want you to work for them. Perhaps a good career for you would combine two skills. You could have a career where you work with people and machines.

NEPHEW: How do you think I could do that? I like the idea.

UNCLE: Craig, do you know what a goal is?

NEPHEW: Sure, soccer players make goals.

UNCLE: It's almost the same. A goal is something you want to accomplish. In soccer, you want to make a goal. In life, you want to reach a goal. A goal can be anything. If you have one, you can organize time better. You can organize your work. You can plan your future. Here are some 3 x 5 cards.

CUT TO CLOSEUP OF UNCLE HOLDING 3 x 5 CARDS.

Think of three things you want to do at the end of this month. Put each goal on a card.

CUT TO MEDIUM SHOT OF NEPHEW WHO WRITES ON CARDS.

NEPHEW: Like this?

UNCLE: Yes.

NEPHEW: I'm done.

UNCLE: What did you write?

CLOSE UP

NEPHEW: I want to speak better English. I want to buy a wheel for my motorcycle. I want to see the new movie that's in town.

UNCLE: Good. Make the most important goal your first card. Make the least important goal the last card.

NEPHEW: Then what?

UNCLE: Set aside ten minutes each day to think about your goals. See yourself doing each goal. Work to accomplish the goal.

NEPHEW: That sounds easy.

UNCLE: It's also work, Craig. Use the same idea to set goals for a year. Use the same idea to set goals for five years.

NEPHEW: Is that all?

UNCLE: No. Ask yourself about your skills.

NEPHEW: My skills?

UNCLE: Yes. Ask yourself what skills you need to accomplish your month goals. What do you need to accomplish your one year goals? your five year goals?

NEPHEW: That sounds like work.

UNCLE: It is, but it's worth it. You are planning your life. You're planning a career. That gives you a lot of power.

NEPHEW: Is there anything else I need to do?

UNCLE: There's a lot to do. Find out which occupations use the skills you have.

NEPHEW: Then what?

UNCLE: Ask if your skills will be needed in the future. Find someone who works with motorcycles for a living. Ask them what the future is for their job.

NEPHEW: Thanks, Uncle. I know someone I can talk to this afternoon.

UNCLE: You care about how much money you make. Find out what you can make in five years.

NEPHEW: Alright, Uncle. You have given me a lot to work on.

UNCLE: Remember, Craig. You are someone an employer will want to hire. You want to work. You have good work habits. All you need to do is find the best career for your skills.

NEPHEW: Goodbye, Uncle. Thank you again.

CUT TO EMPLOYMENT COUNSELOR'S OFFICE

TWO SHOT

NEPHEW: Miss Burns, I'm glad you asked me what I wanted to do in five years.

COUNSELOR: Oh?

NEPHEW: Yes. I talked to my uncle. He gave me some ideas which helped me decide on a career.

COUNSELOR: What did you decide?

NEPHEW: I decided that I would like to work with people and machines. I decided that I like to work with motorcycles better than trucks.

COUNSELOR: Did you change jobs?

NEPHEW: Yes. First, I looked at careers that use my skills. Then I talked to some people. I'm pretty good at that now.

COUNSELOR: Yes, I know you are. What did you ask them?

NEPHEW: I asked them what the future was for their jobs. I set some goals for myself. I set a goal for a work change. I set a goal for the money I want to make.

COUNSELOR: What has happened?

NEPHEW: I am working for a motorcycle shop in their parts and service department. The pay is less, but it's something I have always wanted to do.

COUNSELOR: What is that?

NEPHEW: I get a chance to work with people and motorcycles. My boss wants to send me to a training program. He wants to give me more responsibility. Working with motorcycles is going to be my career.

COUNSELOR: Craig, you won't believe this. I have been thinking of getting a motorcycle. Gas is so expensive. I think I could save money on a motorcycle. Could you help me?

NEPHEW: Miss Burns, I would be glad to. Why don't you come to the shop tomorrow? We could look at a good motorcycle for you. I know just the one you'll like.

CUT TO END, MOTORCYCLE NOISE, STAR WARS MUSIC.

VIDEO QUESTIONS

1. What is a career?

2. What is an occupation?

3. What is a goal?

4. What is a training program?

5. How much time might you spend each day thinking about your goals?

6. What do you do when you think about your goals?

7. What do you do after you think about your goals?

8. Why should you think about the future?

9. How can you find out about an occupation?

_____

_____

10. Does the uncle's suggestions for planning a career seem useful to you? Would you suggest anything else?

_____

_____

"VIDEO-AID ESL," PACKET 2

CAREER PLANNING

SUPPLEMENTARY MATERIALS

CAREER PLANNING QUESTIONS TO ASK YOURSELF

SETTING YOUR GOALS

1. What do you want to accomplish at the end of one month?
2. What do you want to accomplish at the end of the year?
3. What do you want to accomplish at the end of five years?
4. What do you want to accomplish before the end of your life?
   a. Write your goals on 3 x 5 cards. Place them in order with the most important goal first, the least important last.
   b. Set aside ten minutes a day to think about your goals. See yourself doing each goal. Imagine yourself at work on each goal. Imagine you have always been where you want to be.
   c. Celebrate when you achieve a goal.
5. What skills do you have now?
6. What skills do you need to accomplish your goal(s)?
   a. at the end of one month?
   b. at the end of a year?
   c. at the end of five years?
   d. by the end of your life?

USING YOUR EXPERIENCE

1. Write three skills you enjoy using most - at work or away from work.
2. Write three skills you want to have or use in your future career.
3. Write three skills you don't want to use in your future career.
4. What is the most important thing in your life? or
   What are the two most important things in your life?

CAREER PLANNING QUESTIONS

5. Are you most interested in people, data, or things? Or in all of them? In what order?
6. Make three columns on a piece of paper. In Row 1 write the things you have already accomplished. In Row 2 write things to be accomplished. In Row 3 write what you need to do in order to accomplish things in Row 2.

CHOOSING YOUR OCCUPATION

1. What occupations use the skills you have?
2. What people use the skills you have?
3. Where can you meet the people who need your skills?
   a. Make a list of occupations in your area where the skills you have are used.
   b. Interview six people who have skills like yours. Ask them:
      a. What is your job title?
      b. What tasks do you perform on your jobs?
      c. How did you find out about the job?
      d. How did you prepare for the job?
      e. What does this type of job pay?
      f. What skills must you have for this job?
      g. Who did you see when you applied for this job?
      h. What do you like best about your job?

PROJECTING YOUR FUTURE

1. What is the future for three occupations which use your skills?
   a. over a five year period?
   b. over a ten year period?
2. What are the earning and working conditions for three occupations which use your skills?

QUESTIONS TO ASK ABOUT THE OTHER PERSON'S JOB

1. In the position you now hold, what do you do on a typical day?
2. What were the jobs you had before this one?
3. What is the top job you can have in this career?
4. What experience does a person need for this field?
5. What do you like most about this job? What do you dislike?
6. What special advice would you give to a person entering this field?
7. Do you think there will be many jobs in this field in the future?
8. What changes do you think might come in five years? ten years?

QUESTIONS TO ASK YOURSELF

1. How could I prepare myself for such changes?
2. What is the best way to find a position that will start me in this career?

TOOLS OF THE TRADE

INSTRUCTIONS: (Check each item as completed).

_____1. Look at the two columns below. Match each item on the right with an occupation on the left.

_____2. Place the letters that match correctly in the spaces at the left.

_____3. Use the Occupational Handbook if you need help.

_____1.	Architect	a.	milkshakes
_____2.	Barber	b.	gavel
_____3.	Bricklayer	c.	books
_____4.	Carpenter	d.	pipes
_____5.	Disc Jockey	e.	airplanes
_____6.	Dentist	f.	rocks
_____7.	Forester	g.	trees
_____8.	Geologist	h.	hammer
_____9.	Mechanic	i.	teeth
_____10.	Librarian	j.	typewriter
_____11.	Pilot	k.	switchboard
_____12.	Plumber	l.	playing records
_____13.	Pharmacist	m.	prescriptions
_____14.	Telephone Operator	n.	hair
_____15.	Typist	o.	carburetor
_____16.	Cosmetologist	p.	blueprints
_____17.	Teacher	q.	plants
_____18.	Bank Teller	r.	manicure
_____19.	Artist	s.	blackboard
_____20.	Nurseryman	t.	paints
_____21.	Dietician	u.	money
_____22.	Ceramics engineer	v.	food
_____23.	Soda Jerk	w.	ships
_____24.	Judge	x.	potter's wheel
_____25.	Stevedore	y.	trowel

REVIEW:

1. How many did you match correctly?
2. Did you learn any new occupations?
3. Make up a list of your own with at least 5 occupations and tools of the trade.

CAREER ANALYSIS FORM

Name of Student_____Grade_____Date_____

Name of Career Being Analyzed:_____

1. General description of duties and responsiblities involved on this job:

_____

_____

2. Specific qualifications required:

   A. Sex: Predominantly Female _____ Male _____

   B. Age limits, if any?_____

   C. General physical requirements:

      Height_____ Hearing_____

      Weight_____ Other_____

      Vision _____

   D. Physical activities involved during most ot the working time:

Standing_____	Balancing_____	Carrying_____
Sitting_____	Bending over_____	Pushing_____
Walking_____	Kneeling_____	Pulling_____
Climbing_____	Crouching_____	Feeling_____
Lifting_____	Crawling_____	Finger dexterity
	Kicking_____	_____

   E. Mental Factors:

      Requires that frequent decisions be made_____
      Requires careful following of precise instructions_____
      Work under continual pressure from people _____ by a machine_____by a schedule_____
      Requires ability to work when surrounded by noise and activity_____
      Requires ability to perform monotonous routine jobs for long periods of time_____
      Requires ability to work harmoniously and closely with other people_____
      Requires ability to work by yourselt_____
      Requires that you work long periods of time where it is very quiet_____

   F. Social and moral qualifications, if specifically stated:

_____

_____

G. Special talents or skills required:_____

_____

H. Special tools or other equipment (such as clothing) required:

_____

_____

3. Preparation required for the job:

A. General educational requirements:_____

_____

B. Specific training required:_____

_____

C. Previous experience required:_____

_____

4. Federal, state or local laws relating specifically to this vocation:

_____

_____

5. General working conditions:

Primarily outdoor work_____
Primarily indoor work_____
Basically a factory set-up_____
Basically an office set-up_____
Special problems, such as unusual exposure to weather, heat, cold, dirt and dust, acids, fumes, noise, oils and greases, vibration, and poor lighting:_____
Stability of employment:
Regular work, no lay-offs_____
Requires that you work in a variety of locations but all within easy driving distance of home_____
Requires much travel out of town_____
Requires periodic changes of residence_____
Lay-offs because of seasonal and other conditions occur more or less periodically_____
Work hazards present_____. If so, what is the nature of these?

_____

_____

6. Earnings:

Pays on salary basis_____
Hourly wage paid_____
Pays on piece work basis_____
Range of pay for this job: Minimum_____per_____.
Maximum_____per_____.
Average_____per_____.

Fringe benefits offered:
Group life insurance_____Company paid?_____
Medical and hospital insurance_____Company paid?_____
Sick leave time:_____days per year. Total that can be accumulated_____
Company pension _____
Terminal leave pay_____
Bonuses_____
Profit-sharing plan_____
Stock-sharing plan_____
Paid holidays_____
Paid vacation time_____

7. Working time:

Regular hours_____
Extra work often required _____Extra pay for extra work?
If so, at what rate?
Primarily night work_____
Weekend work required regularly_____periodically_____
Number of days work each week_____

8. Beginning jobs that lead into this job:_____
_____

9. Opportunities for advancement:

Titles of jobs into which you might advance:_____
_____

Obstacles in the way of advancement:_____
_____

Training opportunities provided by the employer:_____
_____

10. Organizations or associations related to this career.

Trade organizations_____

Professional organizations_____

Labor unions_____

11. Significance of this vocation to the community:_____

_____

12. Approximate percentage to the working population engaged in this vocation:

Locally_____ Nationally_____

13. Need for employees in this vocation is:

Increasing_____ Stable_____ Decreasing_____

14. Reasons why this vocation appeals to you:_____

_____

_____

15. Problems you would expect to encounter in this vocation:_____

_____

_____

"VIDEO-AID ESL," PACKET 2

CAREER PLANNING

BIBLIOGRAPHY

Bolles, Richard Nelson, What Color Is Your Parachute?, Berkeley, California, Ten Speed Press, 1978.

Mr. Bolles offers a philosophy of life along with advice on job search skills, resume writing, and career planning. Used as a primary reference in the writing of this videoscript.

Career Guidance Techniques for Classroom Teacher: Community Resources, Occupational Information, Working Relationships, Individualized Learning Systems for Career/Vocational Education Staff Development, Oregon Department of Education, 1976.

This is an excellent activities source. It uses the approach of Richard Bolles. "The Tools of the Trade" activity sheet and the "Career Analysis Form" to be found in the Supplementary Materials section, have been adapted fron this series.

Directory of Occupational Titles, Washington, D.C., 1978

This three volume directory locates careers by physical demands, individual working conditions, interest aptitude, and educational requirements.

Job Opportunities Forecast for Washington State, 1974-1985, Washington State Commission for Vocational Education, January, 1978.

McGinley, Lefeire, McGinley, "The Influence of a Communicator's Body Position on Opinion Change in Others," Journal of Personality and Social Psychology 31, 1974, pp. 686-690 cited in Knapp, Mark L., Nonverbal Communication in Human Interaction, New York, Holt, Rinehart and Winston.

This was the inspiration for the Body Language Cues section of this packet.

Johnson, Willis D., Directory of Special Programs for Minority Group Members, Career Information Services, 1974.

Although it is heavily slanted for use by the Indian or Black student, information relating to general employment, educational assistance programs, federal assistance programs, women's career counseling, and job assistance programs are given state by state and may be useful for students of English as a second language.

Occupational Projections and Training Data, U.S. Department of Labor Statistics, Bulletin 2020, 1979.

"VIDEO-AID ESL"

INSTRUCTIONAL PACKET III

INTERPERSONAL COMMUNICATIONS ON THE JOB

LESSON PLANS

This is the third of three learning packets designed for use with ESl classes. The other two packets are Job Search Skills and Career Planning.

Printed material for each packet includes:

a. Vocabulary, definitions, and sentences using vocabulary.

b. Information on body language cues.

c. Micro-dialogues using body language cues. These are two sentences in length. They begin to prepare the student for the script memorization process.

d. Grammar.

e. Sentence patterns.

f. Mini-dialogues. These are four sentences in length. The student is being prepared for the script memorization process.

g. A videoscript.

h. Video questions.

i. Supplemental materials.

j. Bibliography.

Hour 1

In addition to introducing the vocabulary, body cues, dialogues, grammar, and sentence patterns, the student will need to be prepared for the content of the videoplay. It is radically different from the other two and concentrates on behaviors, the acting of emotions, and the process of improvisation. It is the desire of the writer to encourage the teaching of these so that the student can recognize them when they occur, relate to them appropriately, and enact them genuinely within an appropriate context.

The use of improvisation in the videotape opens the possibility of improvisation to the teacher and students for a variety of on-the-job social behaviors.

At the very least, alternate behaviors (when and how to look at an employer during an interview) and recognition of the use of personal space in a job situation (territories in the cafeteria and in the office) can be explored.

The important concept to be put forth at this time is that the student is a performer. The students in the videoplays have improvised, rehearsed, and practiced behaviors. The student from another culture can do the same thing in the classroom or at home. The student can practice roles, being a boss and an applicant. The student can practice behavior, openness, closedness, and emotions, anger, happiness, which in this case will be behaviors which will be interpreted as emotions. The students can stretch his personal, cultural repertoire of behaviors and decide when and how to use these elements of non-verbal communication.

You may want to use this hour only for the verbal vocabulary and the vocabulary of emotions designated on the Facial Cues Sheet.

Hour 2

Refer to the Improvisation Suggestion Sheet in Supplementary Materials at the end of this packet. Show only the part of Section Two of the tape which goes up to the line, "Craig, do you need a job?" After the class has seen this section of the tape and discussed it, break them up into groups. Assign each group an emotion. Let them reproduce the emotion as described on the Facial Cue Sheet. Have each group perform their emotion for the class. Have them invent a job situation where the emotion would be used. Combine the use of the emotion with open, closed, cold, and warm behaviors.

If you have students who want to do the mirror exercise, tell them that the challenge of the exercise is to pass the leadership back and forth so that the audience can not tell who is and who is not the leader. Have your students do the mirror exercise without words first. Later, they can use words.

Give the students an opportunity to play boss and employee. Have them

reverse roles in a variety of situations.

Hour 3

Play the job interview section of the script. Discuss the use of warm and cold behaviors in the interview. Let the students practice and perform this job interview. Suggest interview techniques. Film these.

Hour 4

Discuss the concept of reciporcals with the students. A reciporcal is an escalating nonverbal face-to-face interaction.

Divide the class into emotion groups again. Assign emotions. See how soon the other students can guess the emotion. Let them interrupt the acting when they know the emotion.

Discuss territories. Demonstrate how they can be marked off by clothing, books, cups. Demonstrate how people stand or sit in relation to each other, look at each other, and take distance from each other. Replay the mirror exercise, the boss, employee improvisation, and the job interview sections of the tape. Discuss how people stand and sit in these improvisations, Look at the new employee meeting the other employee section.

Divide the students into groups and have them practice each of these situations: the boss-employee, the job interview, and the new employee at lunch. Have them practice establishing, entering, and leaving territories. Rotate the improvisations so that each group gets to rehearse several behaviors.

Hour 5

Tape the students, or have them perform for each other, the following situations: boss-employee, the job interview, and the new employee at lunch.

VOCABULARY

acting	pretending to be another person, emotion
behavior	an action
communicate	give information, exchange information
forceful	very strong
gesture	a movement of the body which shows a feeling
leader	someone who shows another or others what to do
nonverbal	without speech
opening	an unfilled job
performer	someone who acts, dances, or sings
pretend	make believe
reflect	give back an image, mirror another
reputation	an evaluation of whether a person or thing is good or bad
training	instruction that builds a worker's skills

Sentences Using Vocabulary

1. He is acting as if he is the boss.
2. Her behavior makes me think she is sad.
3. You can communicate with words and with your body.
4. She has a forceful way of talking.
5. This gesture means "goodbye".
6. I am the leader now.
7. Nonverbal means without words.
8. There is an opening for you with our company.
9. Opportunity comes many times if you are ready for it.
10. She is an excellent performer.
11. I will pretend to be you.

12. I will reflect the expression on your face.

13. This car dealer has a good reputation.

14. This training will help me in my job.

MICRO-DIALOGUES

1. Why are you afraid of me?

   I don't know.

2. You make me happy.

   I am glad.

3. Why are you sad?

   My husband is in the hospital.

4. Do you need a job?

   Yes, I need a job.

5. How did you hear about this position?

   My friend, Mark Edwards, told me about it.

6. What about this job interests you?

   It gives me a chance to use my skills.

7. What is the pay?

   The pay starts at minimum.

GRAMMAR

to give

	Present	Past	Future
Singular	I give	I gave	I will give
	you give	you gave	you will give
	he	he	he
	she gives	she gave	she will give
	it	it	it
	we give	we gave	we will give
	you give	you gave	you will give
	they give	they gave	they will give

SENTENCE PATTERNS

I give you an hour to do this.
You give me an hour to do this.
He gives you an hour to do this.

I gave you an hour to do this.
You gave me an hour to do this.
She gave me an hour to do this.

We gave you an hour to do this.
They gave you an hour to do this.

I will give you an hour to do this.
You will give me an hour to do this.
He will give you an hour to do this.

MINI-DIALOGUES

Directions: The asterisk indicates a response from another person. This exercise can be done as a group exercise or in units of two persons each. Appropriate names may be used instead of the ones given. Use open and closed body language cues; use warm and cold body language cues.

1. How did you hear about this position?
*Mark Edwards told me you had an opening.
What do you know about our company?
*Your company has a good reputation for service and quality.

2. What about this job interests you?
*It offers me a chance to use my skills.
What skills do you have for this job?
*I have had two years experience working as a mechanic for Yamaha.

3. Why did you leave your last job?
*I wanted more of an opportunity to use my skills.
Do you have any questions you would like to ask.
*Yes. Do you have a training program here?

4. What is the pay?
*The pay starts at minimum.
When will I know whether I have the job?
*We will let you know by Wednesday.

"VIDEO-AID ESL"

INTERPERSONAL COMMUNICATIONS ON THE JOB

by

Sheila Crofut-Roth

Characters: Narrator
Performer 1 - Craig Payne
Performer 2 - Lisa Burns
Performer 3 - Mike Gwynn

CLOSE UP OF OPEN EYES
VOICE OVER

NARRATOR: The eyes speak. I see you, say the eyes.

CLOSE UP OF EYES SHUTTING
I do not see you, say the eyes.

CLOSE UP OF THE MOUTH
The mouth speaks. It says,

PERFORMER: You surprise me.

PAN TO FURROWED BROW

PAN TO THE EYES

PAN TO THE NOSE, JAW AREA

CUT TO THE WHOLE FACE AS THE PERFORMER SAYS

PERFORMER: You surprise me.

NARRATOR: The face says,

PERFORMER: I am afraid of you.

PAN TO NOSE, JAW

PAN TO EYES AREA

PAN TO BROW/FOREHEAD

NARRATOR: You make me happy.

HOLD ON BROW/FOREHEAD

PAN TO EYES

PAN TO NOSE, JAW AREA

CUT TO WHOLE FACE

PERFORMER: You make me happy

NARRATOR: You make me angry.

THE PERFORMER'S FACE CHANGES TO ANGER, AND THE CAMERA PANS TO

NOSE, JAW

EYES

FOREHEAD

NARRATOR: You disgust me.

THE PERORMER'S FACE CHANGES TO DISGUST, AND THE CAMERA QUICKLY PANS FROM FOREHEAD TO EYES TO NOSE, TO JAW, TO FACE

NARRATOR: You make me sad.

THE PERFORMER'S FACE CHANGES TO SADNESS, AND THE CAMERA PANS FROM THE FACE BACK UP AGAIN TO THE NOSE, JAW AREA TO THE EYES, TO THE FOREHEAD, AND BACK TO THE FACE FOR A REPEAT OF THESE EMOTIONS.

CLOSE UP OF FACE.

NARRATOR: I see you.

I do not see you.

You surprise me.

I am afraid of you.

You make me happy.

You disgust me.

You make me sad.

The body speaks.

Alone.

THE CAMERA CUTS TO A LONG SHOT OF A PERSON IN A CHAIR.

Sad

ANOTHER PERFORMER ENTERS.

Happy.

LONG SHOT OF THE TWO PERFORMERS DOING THE MIRROR EXERCISE.

This is an acting exercise. It is used to help performers share. It helps performers learn to communicate without words. One performer is the leader now. Soon the other performer will become the leader. They share a nonverbal conversation. They

reflect each other's faces. They reflect each other's bodies.

They speak warmly.

THE PERFORMERS ENACT THE WARM FEELING STATES DESCRIBED BY THE NARRATOR.

They look into each other's eyes.

They touch hands.

They move toward each other.

They smile freqently.

They stand directly facing each other.

They agree with each other.

They are friends.

They speak coldly. (THE PERFORMERS ENACT COLD BEHAVIORS.)

One sneers at the other.

One yawns.

One frowns.

One moves away.

Looks at the ceiling.

Picks his teeth.

Shakes his head negatively.

Cleans his fingernails.

Looks away.

Cracks his fingers.

One looks around the room.

They are enemies.

Now, let's try another acting exercise. Guess which one of the performers is the boss?

LONG SHOT AS THE PERFORMERS SET CHAIRS. THE PERFORMERS ENACT AN IMPROVISATION WITHOUT SOUND ON THE SUBJECT OF TOO MANY LONG LUNCH HOURS FOR AN EMPLOYEE. WHEN THEY ARE FINISHED, THEY TURN TO THE CAMERA AND SMILE.

Which one of you is the boss?

Are you the boss?

PERFORMER 1 SHAKES HEAD NO.

PERFORMER 3 SHAKES HEAD YES, SMILES.

I knew you were the boss. Your head was up more. Your legs and hands were more relaxed. You took more space. You spoke more. Your gestures were more forceful. What were you saying?

THE PERFORMERS THE IMPROVISATION WITH SOUND

CLOSE UP OF MALE PERFORMER AS THE NARRATOR ASKS A QUESTION.

Craig, do you need a job?

PERFORMER 1: (Smiles, nods head yes)

NARRATOR Let's do another exercise. Let's pretend this is an office.

LONG SHOT AS THE TWO MALES MOVE A DESK, SET CHAIRS FOR A MOCK INTERVIEW.

Let's pretend you are going in for a job interview.

CAMERA FOCUS ON PERFORMER 1

You haven't worked for a month. The rent needs to be paid. You are hungry. You need this job. This is the office of the person who could give you a job. You have made an appointment. The boss is ready to see you.

PULL BACK TO REVEAL A WOMAN BOSS AT THE DESK.

MEDIUM SHOT AS SHE RISES, COMES FROM BEHIND THE DESK TO SHAKE HANDS, RETURNS TO THE DESK TO INTERVIEW NONVERBALLY. SHE DISPLAYS CLOSED, COLD BEHAVIOR.

BOSS (PERFORMER 2): How did you hear about this position?

APPLICANT (PERF.1): Mark Edwards told me you had an opening.

BOSS: What do you know about our company?

APPLICANT: Your company has a good reputation for service and quality.

BOSS: What about this job interests you?

APPLICANT: It offers me a chance to use my skills.

BOSS: What skills do you have for this job?

APPLICANT: I have had two years experience working as a mechanic for Yamaha. I worked for a year before that with diesel trucks.

NARRATOR: Let's stop. Did you notice that the interviewer is doing the cold behavior. They are mirroring each other, Let's see what will happen if the applicant does warm behaviors. Can he get the boss to relax a little more?

BOSS: Why did you leave your last job?

APPLICANT: I wanted more of an opportunity to use my skills.

BOSS: Do you have any questions you would like to ask me?

APPLICANT: Yes, thank you. Do you have a training program here?

BOSS: Yes, we do. We have an orientation period. We give you a chance to improve your skills on the job.

APPLICANT: What is the pay?

BOSS: The pay starts at minimum. You have a pay increase every six months.

APPLICANT: When will I know whether I have the job?

BOSS: We will let you know by Wednesday.

APPLICANT: Thank you for your time. I have enjoyed interviewing with you. (RISES, SHAKES HANDS WITH EMPLOYER) I hope there is a place in your company for me.

BOSS: Thank you. We will be done with our interviewing by Wednesday. You will know whether you have the job then. Goodbye.

NARRATOR: Let's do one more acting exercise.

THE PERFOMERS CHANGE THE FURNITURE AROUND WHILE THE NARRATOR SPEAKS.

Craig, you have the job.

CUT TO APPLICANT WHO STOPS WORK AND SMILES.

This is your first day at work. Your boss shows you your area.

You share it with another employee. He asks you to eat lunch with him since it is your first day.

PERFOMER 1 and 3 SIT AT THE TABLE. PERFORMER 3 ASKS QUESTIONS, PERFORMER 1 DOES HEAD AVERTING, ONE WORD ANSWERS.

NARRATOR: Hey. (THE PERFORMERS LOOK UP) Remember the warm and cold behaviors we practiced earlier?

THEY NOD YES, SMILE.

Let's use those. Share the expressions and body postures of the other person as much as you can. Start again. Start again, please.

THE PERFOMRER BEGIN THE IMPROVISATION AGAIN. AS THEY BEGIN TO SHARE MORE AND BECOME MORE COMFORTABLE, THE NARRATOR BEGINS TO SPEAK. THE NARRATION CONTINUES TO THE END OF THE IMPROVISATION AND THE FILM.

The eyes speak. I see you say the eyes. I do not see you say the eyes. The mouth speaks. It says, surprise me, I am afraid you, disgust me, you make me sad, you make me happy. The body speaks. It says, surprise me, I am afraid of you, you disgust me, you make me sad, you make me happy.

Sharing, we speak together.

Our bodies and our voices

Speak together.

CUT TO BLACK.

INTERPERSONAL COMMUNICATIONS ON THE JOB

VIDEO QUESTIONS

1. What is a warm feeling behavior? Demonstrate.
2. What is a cold feeling behavior? Demonstrate.
3. What is the expression for surprise? Demonstrate.
4. What is the expression for fear? Demonstrate.
5. What is the expression for disgust? Demonstrate.
6. What is the expression for anger? Demonstrate
7. What is the expression for sadness? Demonstrate.
8. What is the expression for happiness? Demonstrate.
9. What is an open behavior? Demonstrate.
10. What is a cold behavior? Demonstrate.

VIDEO AID ESL, PACKET 3

INTERPERSONAL COMMUNICATIONS ON THE JOB

SUPPLEMENTARY MATERIALS

FACIAL AFFECTS

Adapted from Ekman, Frisen, and Tomkins, as cited on pp. 271-278 on Mark Knapp's,

Nonverbal Communication in Human Interaction

SURPRISE

- The brows are raised, so that they are curved and high.
- The skin below the brow is stretched.
- Horizontal wrinkles go across the forehead.
- The eyelids are opened; the upper lid is raised and the lower lid is drawn down; the white of the eye - the sclera - shows above the iris, and often below as well.
- The jaw drops open so that the lips and teeth are parted, but there is no tension or stretching of the mouth.

FEAR

- The brows are raised and drawn together.
- The wrinkles in the forehead are in the center, not across the entire forehead.
- The upper eyelid is raised, exposing sclera, and the lower eyelid is tensed and drawn up.
- The mouth is open and the lips are either tensed slightly and drawn back slightly or stretched and drawn back.

DISGUST

- The upper lip is raised.
- The lower lip is also raised and pushed up to the upper lip, or is lowered and slightly protruding.
- The nose is wrinkled.
- The cheeks are raised.
- Lines show below the lower lid, and the lid is pushed up but not tense.
- The brow is lowered, lowering the upper lid.

ANGER

- The brows are lowered and drawn together.

- Vertical lines appear between the brows.
- The lower lid is tensed and may or may not be raised.
- The upper lid is tense and may or may not be lowered by the action of the brow.
- The eyes have a hard stare and may have a bulging appearance.
- The lips are in either of two basic positions: pressed firmly together, with the corners straight or down; or open, tensed in a squarish shape as if shouting.
- The nostrils may be dilated, but this is not essential to the anger facial expression and may also occur in sadness.
- There is ambiguity unless anger is registered in all three facial areas.

HAPPINESS

- Corners of lips are drawn back and up.
- The mouth may or may not be parted, with teeth exposed or not.
- A wrinkle (the naso-labial fold) runs down from the nose to the outer edge beyond the lip corners.
- The cheeks are raised.
- The lower eyelid shows wrinkles below it, and may be raised but not tense.
- Crow's-feet wrinkles go outward from the outer corners of the eyes.

SADNESS

- The inner corners of the eyebrows are drawn up.
- The skin below the eyebrow is triangulated, with the inner corner up.
- The upper eyelid inner corner is raised.
- The corners of the lips are down or the lip is trembling.

IMPROVISATION SUGGESTION SHEET

Emotions

Provide a partner for each of these improvisations.

SURPRISE

You come into a room and see someone you do not expect to see.

AFRAID

You are in a dark room when you hear a footstep behind you.

HAPPY

You see someone you love whom you have not seen in a long time.

DISGUST

Someone does something very rude and low class.

SAD

Someone you love is ill.

WARM BEHAVIORS, COLD BEHAVIORS

Use warm behaviors as the following dialogue is acted.

Hello, John. How are you?

I am fine.

I haven't seen you in a long time.

I know. It is good to see you again.

Use cold behaviors with the same dialogue.

Invent other situations, other dialogues.

Play the job interview with warm, mirrored behaviors.

Play the job interview with cold, mirrored behaviors.

OPEN, CLOSED BEHAVIORS

Use the same improvisations given above for open, closed behaviors.

APPROPRIATE DISTANCE

Use a tape measure and measure the distance between two people as they move through the various forms of taking up social space. Indicate afterward the

preferred distance for this culture.

Spaces:	Intimate (love, comfort)	1" - 1½"	
	Personal (used by family members)	1½' - 2½'	
	Acquaintance	2½' - 4'	Approximations
	Impersonal business meetings	4' - 7'	
	Civil inattention (passing people do not know)	12' - 15'	

Discuss reasons for the difference in comfortable space.

Improvise situations when the usual space for a particular context is lengthened or shortened.

BEHAVIORS WHICH MAY BE MISINTERPRETED

Lunch lines may be a problem for some ESL students. They may not be able to read directions. They may not know the American-English interpretation of the line. "Crowding in" is acceptable to some cultures and is a result of wartime conditions. It may cause confrontations among other students. Explain the difference.

In some cultures males, hold hands or walk arm in arm which is a sign of friendship. This behavior is not acceptable in the American-English culture. It is interpreted as homosexual behavior, not as friendship.

The "come here" gesture is a vulgar one to the Indochinese as is the "O.K." gesture. Demonstrate and explain the differences; fingers and palm down with the fingers moving toward you is not a vulgar gesture for persons of Indochinese culture.

Giggling or smiling in inappropriate situations may mean embarrassment or misunderstanding. Looking away while talking is a sign of respect which is interpreted as disrespect in this culture.

A book, a newspaper, or a piece of clothing placed over a chair, or in front of a chair, or on a lunch table indicates that someone else has chosen that place to sit in. To remove the objects is an insult and an invasion of territory.

"VIDEO-AID ESL," PACKET 3

INTERPERSONAL COMMUNICATIONS ON THE JOB

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A very useful and provocative book.

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